DOCUMENT RESUME

ED 389 094 EA 027 210

TITLE	Extending the Learning Time for Disadvantaged Students: An Idea Book. Volume 1, Summary of Promising Practices.
INSTITUTION	Policy Studies Associates, Inc., Washington, DC.
SPONS AGENCY	Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE	[95]
CONTRACT	LC-89089001
NOTE	61p.; For Volume 2, see EA 027 211. For summarizing brochure, see EA 027 209.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Achievement; After School Education; *Educationally Disadvantaged; Elementary Secondary Education; *Extended School Day; Federal Legislation; Flexible Scheduling; High Risk Students; Program Effectiveness; Program Implementation; *Time Blocks; *Time Factors (Learning)
IDENTIFIERS	*Education Consolidation Improvement Act Chapter 1

ABSTRACT

The Title I program, the federal government's largest elementary and secondary school program, has been redesigned in order to make improvements in the nation's poorest schools. This handbook comprises the first of two volumes that provide examples of schools and communities working together to provide children with more time to learn. The book describes promising strategies used by 14 programs to extend learning time for disadvantaged students in diverse settings. The strategies provided in the book suggest that Title I, working with schools and communities, can contribute to enhanced learning outside of the traditional school day, work, or year. The featured programs base their activities on goals specifically set to address students' needs. Promising practices include the following: careful planning and design; links between the extended time and the regular academic program; a clear focus on using extended time effectively; a well-defined organization and management structure; parent and community involvement; a strong professional community; cultural sensitivity; a continuous search for funding; a willingness to resolve and work around obstacles; extended-time programs which reinforce particular skills needed in the classroom; and thoughtful evaluations of program success. The report has three chapters. Chapter 1 presents the rationale for extended-time programs, drawing on research that examines the relationship between time and achievement for disadvantaged students. It also discusses the background and purpose of the book, describes the criteria for selecting the programs, and provides brief descriptions of the programs. The second chapter identifies promising practices associated with these programs, the challenges they face, and the solutions that some have found. The third chapter draws conclusions about extending learning time for disadvantaged students. (Contains 59 references.) (LMI)

ED 389 094

U.S.
DEPARTMENT
OF
EDUCATION

EA

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Extending Learning Time for Disadvantaged Students

VOLUME 1 SUMMARY OF PROMISING PRACTICES

AN IDEA BOOK

EA027810

BEST COPY AVAILABLE

Extending Learning Time for Disadvantaged Students:

An Idea Book

VOLUME I SUMMARY OF PROMISING PRACTICES

Prepared for the U.S. Department of Education
by Policy Studies Associates
Contract LC 89089001
Task Order EA 940870

UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

August 10, 1995

Dear Fellow Educators:

Children who attend high-poverty schools often lack opportunities outside of school to extend their learning. It is time to make dramatic improvements in our nation's poorest schools, and the Title I program, the federal government's largest elementary and secondary school program, has been totally redesigned so it can contribute to this effort in new ways. Recognizing that students spend only a small part of their day in school, Title I encourages greater and more productive use of time outside the classroom. Title I, working in tandem with principals, teachers, school district and community leaders, and parents, can contribute to enhancing learning outside of the traditional school day, week or year.

Extending Learning Time for Disadvantaged Students: An Idea Book, one in a series the Department will issue, suggests numerous ways to extend learning time using available community resources. This idea book describes approaches that rely on a broad definition of learning time that includes traditional classroom instruction, community service, and extracurricular and resource activities. It is intended to serve as a resource for practitioners, policymakers and parents to use the new opportunities of improved federal education legislation to strengthen and expand local improvement efforts.

We encourage you to draw on the guidance in this idea book and the successes of the profiled schools to improve your schools, to help all children learn more, and to work hard toward higher standards.

Yours sincerely,

Dick Riley

Richard W. Riley

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202-0100

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

U.S. Department of Education

Richard W. Riley
Secretary

Marshall S. Smith
Under Secretary

Alan L. Ginsburg
Director, Planning and Evaluation Service

Val Plisko
Director, Elementary and Secondary Education Division
Planning and Evaluation Service

Daphne Hardcastle
Elementary and Secondary Education Division
Planning and Evaluation Service

The views expressed in this report, developed under contract to the U.S. Department of Education, do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department should be inferred.

Acknowledgments

In planning this idea book we benefitted enormously from the help of teachers, principals, state education agency staff, foundation staff, and technical assistance providers who willingly answered our questions, shared their insights, and directed us to outstanding schools and programs. We extend our thanks to all those who gave us such valuable input in the early stages of this project.

We extend special appreciation to the teachers, principals, other staff members, and friends of the programs profiled in both volumes of this idea book, who gave so generously of their time to help us compile detailed and accurate accounts. Without their willingness to teach us about their programs, and their patience as we returned with additional questions, this idea book would not have been possible. Although we were unable to include profiles of all the programs that we contacted as we developed this idea book, all the teachers and principals whom we interviewed contributed to our understanding of the possibilities for extending learning time for disadvantaged students.

These volumes were reviewed by Mrs. E. Louise White and her colleagues on the District of Columbia Title I School Support Team. We appreciate their careful reading of these volumes and their thoughtful suggestions.

Finally, our thanks to Daphne Hardcastle of the U.S. Department of Education and to Elizabeth Reisner of Policy Studies Associates for their support and advice throughout all stages of the project.

Janie Funkhouser
Leila Fiester
Eileen O'Brien
Lisa Weiner

Policy Studies Associates, Inc.
Washington, DC
1995

Contents

ACKNOWLEDGMENTS

EXECUTIVE SUMMARY i

USING TIME IN NEW AND BETTER WAYS 1
- A Resource for Policymakers 2
- The Extended-Time Programs Described in This Idea Book 4
- Overview of the Report 10

PROMISING PRACTICES 11
- Key Features of Successful Extended-Time Practices 12
- Careful Planning and Design 13
  - Clearly Established Needs and Goals 13
  - Deciding When to Offer the Program 14
  - Deciding How Much Time to Add 15
  - Consideration of Program Costs 15
- Links between the Extended Time and the Regular Academic Program 16
- A Clear Focus on Using Extended Time Effectively 16
  - Academic Enrichment and Hands-On Learning 17
  - Thematic Instruction 17
  - Appropriately Challenging Curriculum 17
  - Individual and Small-Group Instruction 18
  - Direct and Indirect Teaching as Appropriate to the Acquisition of Skills 18
  - Focus on Problem-Solving and Decision-Making Skills 18
  - Heterogeneous Grouping 19
  - Flexible Scheduling 19
  - Use of Technology 19
  - Interaction with Caring Adults during Non-school Hours 19
  - Organized Youth Activities 20
- A Well-Defined Organization and Management Structure 21
  - Hiring and Supervision 21
  - Student Selection 22
  - Performance Monitoring 23
- Parent and Community Involvement 23
  - Building Student Success through Parent Outreach 24
  - Developing Partnerships to Meet Program and Community Needs 25
- A Strong Professional Community 26
  - Table 1: Focus of Professional Development Offered by Selected Extended-Time Programs 27
- Cultural Sensitivity 28
  - Activities for Students 29
  - Staff Development 29

A Continuous Search for Creative Funding 30
Federal Categorical Programs 30
State Departments of Education 31
Private Educational Organizations 31
Community Agencies and Organizations 31
A Willingness to Resolve or Work around Obstacles 32
Building and Maintaining Attendance 32
Providing Transportation 33
Securing Staffing 34
Ensuring Safety 34
Additional Challenges Faced by Partnership Programs 35
Thoughtful Evaluation of Program Success 36
Collecting or Gaining Access to Data 36
Guidelines for Program Evaluation 37

CONCLUSIONS 39
Implications for Designing Title I Extended-Time Programs 40
Encouraging Title I Students to Participate in Non-Title I Extended-Time Programs 42

RESEARCH REFERENCES 43

"We need to demonstrate in this nation that we celebrate children, believe in them, challenge them, and prepare them for their world. And, most important, [we need to] create opportunities for them."

Alonzo A. Crim
former Superintendent of
Atlanta City Schools

The success of extended-time programs for disadvantaged students depends on the decisions that educators and planners make in designing and implementing programs. Program success evolves from goals that specifically address students' needs. These goals promote high academic and behavioral standards and cultivate productive links between the student and the world beyond the classroom. Particularly promising practices include:

- **Careful planning and design**, including (1) clearly defined needs and goals; (2) determination of the best time of the day, week, or year to offer the program and of the amount of time to be added to students' learning opportunities; and (3) consideration of program costs.

- **Links between the extended time and the regular academic program.** Good extended-time programs connect the added time to regular school experiences so that students learn and succeed academically. These connections are made in three ways: (1) Regular teachers and principals refer children to the program and provide information on students' particular needs; (2) regular teachers staff the extended-time opportunities, increasing the programs' coordination and continuity with normal classroom activities; or (3) programs use textbooks and materials from the students' regular classes for extended-time tutoring and homework help sessions.

- **A clear focus on using extended time effectively.** Good extended-time programs use instructional practices that actively engage students' attention and commitment. These practices may include traditional classroom methods, such as individualized instruction and the use of both direct and indirect teaching, as well as organized recreational or cultural activities.

- **A well-defined organization and management structure.** As programs evolve, planners must develop structures for hiring and supervising staff, selecting students, monitoring performance, and guiding the program. The shape of these structures depends on whether programs are developed by schools, by districts, or in partnership with outside agencies or organizations.

- **Parent and community involvement.** Research shows that collaboration between schools, parents, and communities widens the pool of resources, expertise, and activities available to any program, giving disadvantaged students more options.

Successful programs feature involvement by parents or the community, or both. In many cases, parents and other community members play an active role in planning, designing, or managing extended learning opportunities.

- **A strong professional community**. Professional staff development for the programs profiled in this idea book vary according to budgets and program goals. At a minimum, staff development offers an orientation to program goals and objectives, curriculum, and requirements. Other areas for staff development often include expansion of teachers' instructional repertoires, ideas for enrichment and hands-on activities, interpersonal skills, subject-matter expertise, cultural awareness, techniques for working with students with special needs, and student assessment.

Good extended-time programs connect the added time to regular school experiences so that students learn and succeed academically.

- **Cultural sensitivity.** Many good programs make cultural sensitivity a priority that manifests itself in activities for students—such as bilingual instruction and cultural clubs and events—as well as in staff development. Some programs reach beyond the cultures of their own participants to the greater diversity of the community, through field trips, guest speakers, and special seminars.

- **A continuous search for creative funding.** Program planners must search for funding continuously and creatively, looking to both new and traditional sources of funding for support. Options include federal categorical programs, special funding from state departments of education, funds from private foundations and educational organizations, and support from community agencies and organizations.

- **A willingness to resolve or work around obstacles.** Extended-time programs for disadvantaged students face many challenges to planning and implementation, including problems with attendance, transportation, staffing, and safety during non-school hours. Good programs find ways to resolve or work around these obstacles. In particular, programs that have experienced long-term success appear to have solved the problems of reliable transportation and locating the program in a safe, central location.

- **Thoughtful evaluation of program success.** Success in school and beyond requires not only intellectual but also social and emotional growth. Several programs profiled here assess

student progress not only by typical measures of academic achievement but also by outcomes such as level of self-esteem, leadership, and the ability to work effectively with others to solve problems.

Successful extended-time programs can motivate disadvantaged students and give them the knowledge they need to succeed in school and beyond. Often, such programs build links with students' regular school experiences, reinforcing particular skills needed in the classroom. To take advantage of this opportunity, Title I staff can:

- Encourage parents and their children to participate in community-based as well as school-based extended learning opportunities

- Facilitate coordination among existing programs

- Raise awareness among parents and community members about educational and other benefits of community-based programs

Simple increases in the school day or year, without corresponding reform in the quality of instruction, would have only a modest effect, if any, on student achievement.

Other research has explored promising instructional practices such as heterogeneous (mixed-age and/or mixed-ability) grouping, cooperative learning groups, innovative scheduling, and the use of technology. Still other research focuses on effective practices associated with activities that occur outside the traditional classroom or school, and supports the idea that the way in which students use their time during non-school hours can have consequences for their success in and out of the classroom. One researcher concluded that children's success or failure in school is determined by the amount of time they engage in constructive learning activities. This work found that high achievers more often engaged not only in activities such as homework, tutorials, reading, writing, and verbal communication but also internships and apprenticeships, problem solving and decision making, interactions with caring adults during non-school hours, organized youth activities, and cultural events.

With these findings in mind, this idea book draws on programs that include an array of effective strategies. Most programs emphasize academic enrichment as a way to ensure learning. In order to motivate students, these programs do not simply replicate what is offered during the regular school day—they build on it. Several programs include activities that help students develop citizenship skills and learn about and contribute to their local communities.

A RESOURCE FOR POLICYMAKERS

Designed to improve the academic performance of low-achieving students in low-income schools, Title I (formerly Chapter 1)[3] is the largest federal program supporting elementary and secondary education. Recent national studies of Title I have recommended ways to use Title I resources for improving the educational prospects of disadvantaged children and helping meet national education goals for all students and schools.[4] These recommendations include providing incentives for programs that extend learning time and requiring districts to use at least a minimum percentage of their Title I grants for these programs—or at least to offer information and assistance for this purpose. Further, the National Education Commission on Time and Learning recently recommended keeping schools open longer to meet the needs of all children and communities.

Extending learning time for Title I students is a priority because the extra instruction provided by Title I during the regular school day averages only about 30 minutes—and the actual instructional time is probably less, because time is lost during transitions between locations or activities. Also, nearly three quarters of classroom teachers report that students miss some regular instruction while participating in Title I. In fact, the average Title I program may only modestly increase the total amount of time that students receive instruction in reading and mathematics—contributing only about 10 additional minutes of academic instruction each day.

As of 1990-91, few districts reported offering extended-time programs for Title I students; only 9 percent of school districts offered Title I services before or after school or on weekends, and 15 percent reported offering summer programs. In reauthorizing the Elementary and Secondary Education Act, Congress encourages schools to increase the amount and quality of instructional time for disadvantaged students.

This idea book is intended as a resource for policymakers who want to explore opportunities to extend learning time beyond the regular school day, week, and/or year. It draws on promising strategies used by 14 programs to extend learning time for disadvantaged students, including homeless or migrant students and those who live in public housing projects. The programs include those in private and public schools; for elementary and secondary students; and in urban, suburban, and rural settings across the United States. Collectively, the programs serve students of diverse racial and ethnic heritage. A companion volume for practitioners includes in-depth profiles of the 14 extended-time programs.

This idea book is intended as a resource for policymakers who want to explore opportunities to extend learning time beyond the regular school day, week, and/or year.

Although all 14 programs serve disadvantaged students, they are not all funded by Title I, and some do not meet all of the legislative requirements for the Title I program. For example, a Title I-funded program could not restrict access only to homeless children, as does the Education Program for Homeless Children and Youth in North Dakota. We draw on a few programs that serve special or restricted populations because they offer useful strategies for serving disadvantaged populations or for avoiding implementation problems with extended time programs in poor, inner-city neighborhoods. In fact, extended-time programs very often are designed to target

specific populations of students who have been identified as especially at risk of school failure. And—although the programs discussed here generally have strong connections to the regular academic program—in many cases extended-time programs exist because the regular school program does not meet the varied needs of these special populations.

The programs use a broad definition of learning time that includes traditional classroom instruction as well as community service and extracurricular or cultural activities.

This idea book presents extended-learning strategies that work in diverse settings and rely on volunteers and community-based professionals as well as teachers. Many programs also depend on communities for financial support and materials, in ways that might stretch the dollars available to local Title I programs. The programs use a broad definition of learning time that includes traditional classroom instruction as well as community service and extracurricular or cultural activities.

Despite their potential to benefit students, opportunities for extended-learning time are not common. Schools may avoid such programs because they prefer not to attempt significant change, partnerships between schools and other program sponsors can be hard to establish, the rigid bureaucracy of some school district administrations can act as a deterrent, and logistical requirements can act as barriers. The programs described in this book are going against the tide, but they show that these approaches can succeed.

THE EXTENDED-TIME PROGRAMS DESCRIBED IN THIS IDEA BOOK

These extended-time programs were selected on the basis of three criteria. First, the programs had to actually extend instructional or learning time for students beyond the amount of time required in the school day, week, or year. For before- and after-school programs, we included only those that added at least one hour a week; no time restrictions applied for summer, intersession, or weekend programs. Second, the profiled programs had to serve highly disadvantaged populations, because these children most need additional help to succeed in school and beyond. Third, selected programs had to show quantifiable or anecdotal evidence of success and to have been identified as particularly promising by local, regional, or national education experts or studies.

Most of the programs have operated for at least two years. Many are established programs that have worked out the kinks in their operations and offer evidence of success. In addition, we also selected newer programs because the difficult logistical problems associated with planning and implementation, as well as possible solutions, were fresh in the minds of their organizers. Below we briefly describe each of the extended-time programs used to develop this idea book.

- **ASPIRA After-school and Summer Programs and Clubs, Aspira Association, Inc.: Chicago, Illinois.** ASPIRA Association, Inc., is a national organization that promotes education and leadership development for Hispanic youth. More than 13,000 students nationally are involved in ASPIRA through after-school and summer programs or clubs. Programs address local needs, including school dropout and teen pregnancy prevention, leadership development, and AIDS awareness. ASPIRA's Chicago program provides after-school and summer programs at three schools, targeting math and science education for middle school students. The program's goal is to connect students with enriching academic and social opportunities.

- **Title I Summer Program for Private School Children: Beaverton, Oregon.** More than 50 Title I-eligible students from nonpublic elementary schools enroll each summer in a four- to five-week reading program sponsored by the Beaverton Title I program. Thematic studies provide a framework for reading and writing activities that improve student attitudes and achievement and encourage parent participation in education. The summer school targets students in grades 1-8 who have difficulty reading, as well as their parents, who often have little confidence in their ability to help. The program's goals are to stimulate higher-order thinking skills, overall reading competence, and social skills, and to engage parents in supporting student learning.

- **Educational Program for Homeless Children and Youth: Devil's Lake, North Dakota.** The Educational Program for Homeless Children and Youth, administered by the North Dakota Department of Public Instruction, provides tutoring, homework assistance, and recreational activities to homeless children. The program exists at nine sites, three of which are school districts. The remaining six programs are housed in community-based organizations and centers, including a YWCA, an agency that targets troubled adolescents, and a

resource center for abused adults. The sites provide tutoring several times a week, after school, or in the evening. The Devil's Lake school district also runs summer programs for elementary students that provide counseling services and academic assistance. That 12-week program, selected for this idea book, is run by the school district and by an agency that serves troubled families.

- **Extended-day Kindergarten, Florence School District One: Florence County, South Carolina.** Florence School District One began its extended-day Title I kindergarten program in 1973. The program serves 240 students a year in four elementary schools with Title I schoolwide projects. Students whose scores on a skills checklist indicate a need for additional work on reading receive first priority in enrollment. The program focuses on improving cognitive, motor, and social skills needed to succeed in first grade, with a particular emphasis on early literacy development, including listening, speaking, and language skills. Students receive more than 630 extra hours of instruction a year and are evaluated with district-created assessment tools.

- **After-school, Weekend, and Summer Kids Crew Programs, Brooklyn Children's Museum: Brooklyn, New York.** Kids Crew is one segment of a community-oriented outreach program for at-risk neighborhood youth sponsored by the Brooklyn Children's Museum. The museum was one of the first in the country to encourage children to attend without their parents, and the outreach program evolved from that policy. The outreach program tries to build "enlightenment, responsibility, and achievement" in students through cultural education; mentoring of children by teenagers and of teens by adults; and career training. Kids Crew offers after-school, weekend, and summer programs to children between the ages of 7 and 12; structured activities include homework help sessions, story-telling, art classes, and off-site study trips. The sessions focus on enhancing children's literacy and are organized around monthly themes inspired by the museum's exhibits, galleries, and collection. Students who regularly attend programs and exhibit enthusiasm and a sense of responsibility may become volunteers or, as teenagers, paid interns.

- **Public Housing Development After-school Study Centers, Omaha Housing Authority and Omaha Public Schools: Omaha, Nebraska.** In 1986, the Omaha Housing Authority and the Omaha Public Schools formed a partnership to help public housing residents gain economic and social independence and to reduce the high dropout rate among area teenagers. The partnership established study centers at four public housing developments, where volunteers provide individualized tutoring to students twice a week after school. Three of the centers also have computers and printers, donated by local businesses and foundations, which students use for special projects.

- **Saturday School, Raising Hispanic Academic Achievement, Inc.: Silver Spring, Maryland.** Raising Hispanic Academic Achievement, located at a high school, is a Saturday program in which volunteers from high schools, universities, and various professions tutor students in math, science, and English. The program, designed to increase the number of Hispanic students who graduate from high school prepared to pursue a career in math or science, emphasizes individualized instruction and self-esteem building. The program also uses Total Quality Management (TQM) techniques to build leadership skills in participants. All student tutors are volunteers, but those who help manage other tutors receive college tuition reimbursement.

- **Year-round Education with Intersession Programs, Socorro Independent School District: El Paso, Texas.** In 1990, the Socorro Independent School District began phasing in year-round education with intersession programs to improve academic achievement and better serve a rapidly increasing population. Every school now follows a schedule of 60 weekdays on, 20 weekdays off. Intersession activities occur during the first two weeks of each month-long break. Academic programs focus on tutoring, acceleration, and enrichment activities that use thematic, whole-language approaches; the shorter breaks between courses decrease the loss of English skills by many students with limited English proficiency. Participation in intersessions is voluntary, but students who have failed or fallen behind are encouraged to attend. About 33 percent—and in some cases as many as 70 percent—of all students participate in intersession programs. Most schools follow multi-track schedules to serve larger numbers of students.

- **Summer Enhancement Program, Charleston County Public Schools: Charleston, South Carolina.** Charleston's six-week, science-based summer enhancement program has helped at-risk students in grades K-5 maintain and improve their skills in reading, writing, and mathematics since 1989. The program targets at-risk, Title I students who pass their classes but would benefit from a summer enrichment program. The program has two goals: (1) to maintain and improve students' basic skills through experiential learning activities in science-based thematic units, and (2) to improve student attitudes toward school and learning.

- **The Summer Institute for At-risk Migrant Students, Florida Department of Education: Tallahassee, Florida.** The Summer Institute for At-risk Migrant Students, a residential program sponsored by the Florida Department of Education, provides six weeks of intensive coursework and tutoring for 330 to 350 students. The institute, held at three Florida universities, targets middle and high school students and dropouts. Its goal is to help migrant students compensate for absences and partial credits, stay in school, and obtain a high school diploma. Participants work with guidance counselors to develop individualized goals for the summer, typically focusing on completing a specific credit toward promotion or graduation, or on remediation in reading, math, and other subjects.

- **Summer Program for At-risk Students: South Bend, Indiana.** This five-week, summer Title I Migrant Education project uses a theme-based, interdisciplinary curriculum to help more than 500 students in grades pre-K-10 succeed in the regular school program, attain grade-level proficiency, and improve their academic achievement in basic and advanced skills. The program, which targets students who are migrant or nonnative English speakers, emphasizes geography, science, the arts, media, and technology. The themes, chosen by students and the project director, provide a focus for computer labs, library research, and journal writing.

- **Total Action Against Poverty (TAP), Summer Youth Employment Program: Roanoke, Virginia.** The Summer Youth Employment Program is one of more than 30 programs coordinated by Total Action Against Poverty, a community action agency located in Roanoke. All of the programs focus on a common theme: helping low-income individuals achieve self-sufficiency through education and training. The Summer

Youth Employment Program, funded through the Job Training Partnership Act (JTPA), operates at several sites in Virginia. In 1993, the Roanoke program served 190 youth between the ages of 14 and 21. Students may participate in academic or work portions, or both. The academic program offers six to eight weeks of basic remedial classes, Monday through Friday mornings, for 25 hours a week with a minimum of 90 hours over the course of the summer. The work program places students with nonprofit employers in the afternoons for 30 to 40 hours a week.

- **Teen Outreach Program (TOP), Association of Junior Leagues International, Tuolumne County Public Schools: Sonora, California.** The Teen Outreach Program is a national dropout and teen pregnancy prevention effort sponsored by the Association of Junior Leagues International, with community sponsors at each site. The key components are (1) classroom group exercises centered around a Life Options curriculum, (2) a strong relationship between students and facilitators, and (3) a community service commitment. The format varies among sites, but the program typically adds two hours a week during the school year and focuses on helping participants develop a positive self-image, concrete life management skills, and future goals. In 1993-94, the program reached 114 classroom sites in 35 cities, including several in the Tuolumne County Public Schools.

- **Before- and After-school Program, Yuk Yau Child Development Center: Oakland, California.** The Yuk Yau Child Development Center, administered by the Oakland Unified School District, offers three programs: before- and after-school programming for K-3 students at a nearby elementary school, a full-day preschool program, and a prekindergarten program for three hours a day. The preschool and prekindergarten programs are similar in philosophy and curriculum, but the preschool program's primary goal is to provide subsidized childcare for parents who are employed or training for employment. The prekindergarten program's goal is to provide one year of preschool education to children from any low-income family. The center is open 10 hours a day, Monday through Friday, and provides services during the summer, on holidays, and on teacher in-service days. Most students who participate before and/or after school also participate in the summer program. Yuk Yau focuses on developmentally appropriate activities, language arts, and multicultural activities with the goal of preparing Asian children for success in school and full participation in American society.

OVERVIEW OF THE REPORT

This report has three chapters. First, we present the rationale for extended-time programs, drawing on research on the relationship between time and achievement for disadvantaged students. We also discuss the background and purpose of this idea book, the criteria for selecting the extended-time programs described here, and provide brief descriptions of these programs. The second chapter identifies promising practices associated with these programs and highlights challenges that planners face and the solutions that some have found. In the third chapter we draw conclusions about extending learning time for disadvantaged students.

[1] *Authorized by Title I of P.L. 102-62, the Education Council Act of 1991, the Commission was formed to examine the quality and adequacy of the study and learning time of elementary and secondary students in the United States, including the length of the school day and year, the extent and role of homework, the use of time for academic subjects, year-round professional opportunities for teachers, and the use of school facilities for extended learning programs.*

[2] *Presentation by Milton Goldberg, Executive Director of the National Education Commission on Time and Learning, March 19, 1994, at the Institute for Educational Leadership in Washington, D.C.*

[3] *On October 20, 1994, the President signed into law the Pub. L. 103-382, the Improving America's Schools Act (IASA) of 1994, amending the Elementary and Secondary Education Act (ESEA) of 1965. The IASA reauthorized—for a five-year period—programs under Chapter 1 of Title I of the ESEA. We refer to these programs as Title I in the idea books in order to reflect the new legislation.*

[4] *The eight goals address school readiness; school completion; student achievement and citizenship; teacher development; mathematics and science achievement; adult literacy and lifelong learning; safe, disciplined, and alcohol- and drug-free schools; and parent participation.*

Changing the structure of the school day, week, or year to extend learning opportunities requires firm commitments from administrators, educators, students, and families to work together. The promising practices described here specifically address students' needs; they promote high academic and behavioral standards and cultivate links between the student and the world beyond the classroom.

KEY FEATURES OF SUCCESSFUL EXTENDED-TIME PRACTICES

Successful practices share several key features:

Changing the structure of the school day, week, or year to extend learning opportunities requires firm commitments from administrators, educators, students, and families to work together.

- Careful planning and design
- Links between the extended time and the regular academic program
- A clear focus on using extended time effectively
- A well-defined organization and management structure
- Parent and community involvement
- A strong professional community
- Cultural sensitivity
- A continuous search for creative funding
- A willingness to resolve or work around obstacles
- Thoughtful evaluation of program success

In 1990, the Socorro (Texas) Independent School District began using year-round education with intersession programs to improve academic achievement and serve a rapidly increasing student population. Intersessions currently focus on tutoring, acceleration rather than remediation, and academic enrichment activities that use thematic, whole-language approaches. A mathematics component uses board games, slates, hands-on manipulatives, and problem solving through descriptive story problems that emphasize higher-order thinking skills. Each school has a team of teachers, parents, community members, administrators, and students that determines how intersessions can help meet the school's goals. Intersessions also give teachers a chance to experiment with new instructional methods, such as cooperative learning.

An average of 33 percent and as many as 70 percent of all students participate in the intersessions. In 1993, 74 percent of the district's third-graders showed mastery on the state writing test, compared with 68 percent of the students statewide. In mathematics, 88 percent of the district students showed mastery, compared with 85 percent statewide. "We are one of the only school districts with these demographics that has scored above the state average. We see that as an indicator that we are doing something right," the assistant superintendent says. Since year-round schedules with intersessions began in Socorro, the school failure rate and discipline referrals for middle school students have been cut in half.

CAREFUL PLANNING AND DESIGN

The impetus for developing an extended-time program may come from many sources, but successful programs share some basic characteristics of planning and design:

- Clearly established needs and program goals
- Determination of the best time to offer the program and the amount of time to be added to students' learning opportunities
- Consideration of program costs

Clearly Established Needs and Goals

Successful extended-time programs evolve from clearly established needs and from goals that directly address those needs. Needs assessments do not necessarily require extra funding and may be more or less formal as long as they are thorough. Many programs address locally defined needs of a specific population, while others apply broad-based educational research findings to a local population with similar demographics.

A needs assessment of a specific population provides a solid foundation for planning an effective extended-time program. As a summer program in Tallahassee, Florida, found, a thorough needs assessment requires the concerted efforts of local school staff:

The Summer Institute for At-risk Migrant Students evolved from a 1985 pilot project in a single Florida county. A needs assessment indicated that a majority of migrant high school students lacked credits needed for graduation and were missing as much as one third of the school year. When the program expanded statewide in 1986, it sought to provide at-risk migrant students with the chance to: earn academic credits toward promotion and/or graduation; receive extra help in reading, math, and other academic areas; develop study and life management skills; and improve self-esteem. Recognizing that migrant students have differing needs, the program targeted specific grade ranges and goals. Each student meets with a guidance counselor to set short-range goals, such as obtaining a specific course credit, and long-range goals, such as planning for college or a vocational program. Teachers may prepare five or six lesson plans each day to meet their students' varying needs. Each student's home school district provides an instruction plan along with the student's application to the program, and institute staff follow these plans closely.

In addition to a formal needs assessment, extended-time programs may evolve from strongly voiced local concerns that define the education problems and identify appropriate goals. For example, planners of a summer youth employment program in Roanoke, Virginia, added a classroom academic component when local employers made it clear that they would not offer job training to students who lacked sufficient academic skills to communicate effectively with others in the workplace.

Clearly established needs and goals may also rest on broad-based educational research findings that apply to a local population with similar demographics. Extended-time programs based on this type of needs assessment include ASPIRA's after-school programs in Chicago and Raising Hispanic Academic Achievement in Silver Spring, Maryland—both of which address the academic and social problems faced by many Hispanic students across the nation. The Association of Junior Leagues International's Teen Outreach Program in Sonora, California, addresses nationwide problems with school dropout and teen pregnancy by teaching problem-solving and decision-making skills as well as providing youth with meaningful community service experiences.

Deciding When to Offer the Program

Options for extending learning opportunities beyond the regular school day, week, or year include:[5]

Determining the best time to offer extended-learning opportunities requires careful examination of the needs of the population served and the resources available.

- **Before- and after-school programs** in which students participate before or after the regular school day
- **Extended-day kindergarten** in which students participate for varying amounts of time beyond the regular half-day
- **Saturday and/or weekend programs** that provide instructional activities on Saturdays or Sundays
- **Summer programs**
- **Intersession programs** which students attend during semester or trimester breaks

Determining the best time to offer extended-learning opportunities requires careful examination of the needs of the population served and the resources available. School-based programs often are limited to operating during those times when custodial or security staff are normally present—between 8 a.m. and 3 p.m., for example. Extended-time programs offered at non-school sites may have

The rationale for extending the time available for learning is based on the relationship between instructional time and achievement for disadvantaged students. Research and case studies of extended learning-time strategies for disadvantaged students have indicated that increased instructional time might be especially beneficial for those low-achieving students who might need more time than typically available to master specific skills or acquire the thinking skills necessary to function effectively in the regular classroom. Also, extended learning opportunities may confer special benefits on children from low-income families who lack the resources that their more affluent counterparts can spend on improving the quality of their non-school time.

However, the National Education Commission on Time and Learning[1] found that teachers and principals perceive the futility of adding extra instructional time for students without ensuring that the added time is used effectively.[2] The Commission's 1994 report recommends that state and local boards of education work with schools to use time in new and better ways. This recommendation is consistent with earlier research that concluded that simple increases in the school day or year, without corresponding reform in the quality of instruction, would have only a modest effect, if any, on student achievement.

greater flexibility in scheduling than do school-based programs; the Brooklyn Children's Museum, for example, offers students several choices of times they may attend. On the other hand, school-based programs usually have immediate access to varied school materials and facilities, although program planners may need to look beyond the schools for resources.

Deciding How Much Time to Add

Successful extended-time programs vary substantially in the total amount of time added. Programs offered before or after school or during the summer may vary the most. For example, the before- or after-school programs described in this idea book range from one hour a week to three-and-a-half hours a day. The summer programs offer between 54 and 480 additional hours during the course of the summer, while those offered on weekends or Saturdays generally add three to three-and-a-half hours a week. Many extended-time programs broaden their pool of participants by offering either several types of extended-time activities or flexible hours that give students some choice in how much time they need and want to participate. For example, ASPIRA offers after-school math and science programs, after-school clubs that include cultural enrichment activities, and one-on-one work with students who need extra attention. The Kids Crew program at the Brooklyn Children's Museum offers programs after school, on weekends, and during the summer. Students who attend year-round schools may opt to attend one or all of the intersession programs.

Participants or their parents or guardians in the Omaha Housing Authority's after-school study centers, the TAP summer youth employment program in Roanoke, and the Yuk Yau Child Development Center in Oakland also have some choice regarding the length of their participation in each session. The housing development's study centers are open from 4:30 to 7 p.m., two days each week, and students may come for all or only a portion of that time. The TAP summer youth employment program varies the academic portion of students' days by up to five hours a week, depending on students' needs and job schedules. The Yuk Yau center stays open approximately 10 hours a day, and school-age students can participate before or after school—or both.

Consideration of Program Costs

The cost of extended-time programs varies considerably. Some, such as the after-school study centers at Omaha housing developments, operate with no budget beyond that normally allotted to the school or the housing authority. At the other extreme, the per-

pupil expenditure of the residential Summer Institute for At-Risk Migrant Students in Tallahassee is approximately $3,200.

The cost of instruction per student hour is a more accurate comparison across programs than the per-pupil expenditure. Among those programs that incurred monetary costs and for which accurate cost data were available, the cost per student hour of instruction was no more than $12. Many programs that operate without a defined budget rely on extensive volunteer efforts of school or sponsoring agency staff and community members, or on contributions of equipment—such as computers and software—from local business and philanthropic organizations.

Extended-time programs must make connections to children's regular school experiences to ensure that students learn and succeed academically.

LINKS BETWEEN THE EXTENDED TIME AND THE REGULAR ACADEMIC PROGRAM

Extended-time programs must make connections to children's regular school experiences to ensure that students learn and succeed academically. Links between regular and extended-time programs can occur whether or not the extended-time program is offered in a school setting and typically are made in three ways: (1) Regular teachers and principals refer children to the program and provide guidance on students' particular needs; (2) regular teachers staff the extended-time programs, ensuring the programs' coordination and continuity with normal classroom activities; or (3) programs use textbooks and materials from the students' regular classes for extended-time tutoring and homework help sessions. Some connections are less obvious; for example, the program may use evaluation tools created by the district to assess students' academic progress.

A CLEAR FOCUS ON USING EXTENDED TIME EFFECTIVELY

Researchers have identified several instructional practices that effectively engage students. These range from traditional classroom practices, such as individualized instruction and the use of both direct and indirect teaching, to those not typically associated with in-class instruction, such as organized recreational or cultural activities and interaction with knowledgeable adults during non-school hours.

Academic Enrichment and Hands-On Learning

Although extended-time staff acknowledge the importance of connections to regular instruction, teachers also struggle to sustain student participation by ensuring that the program content differs from regular classroom activities. Many extended-time programs emphasize enrichment activities, usually through hands-on learning. These activities have the added benefit of showing students the real-world applications of their lessons. Many programs that use this strategy hold frequent field trips or conduct hands-on science experiments. In the Socorro School District's intersession program, for example, enrichment activities include special sessions on regional literature or environmental issues; in one project, students learned about the Rio Grande River, its history, and its impact on their community.

Thematic Instruction

Enrichment activities often include interdisciplinary, thematic group projects to integrate and reinforce concepts learned in different subjects and from a variety of sources. In the Title I Summer Program for Private School Children in Beaverton, Oregon, for example, students read, write, and create projects linked to aspects of a theme that is based on local history or on students' personal interests. In the Summer Enhancement Program in South Carolina, students help teachers choose a new theme each summer—a strategy that also gives the students incentive to return the following year. At the Indiana Summer Program for At-Risk Students, teachers select a theme for each grade level. For a "world geography" theme, students researched different countries and then simulated an airport in the school lobby. Each wing of the school represented a different continent, and each classroom represented a country. Visitors "flew" to the "country" of their choice, where students presented the educational and cultural knowledge they had acquired.

Appropriately Challenging Curriculum

Successful programs make the extended-time curriculum challenging but not overwhelming. Research indicates that a challenging curriculum should accommodate individual student needs, coordinate with c.her instruction, and focus on more than remedial work.[6] The TAP Summer Youth Employment Program, which serves a large number of students living in housing projects, teaches basic academic skills that students need for communicating with employers and co-workers, and it also provides students with the challenge of putting these skills to use while working in their communities.

Programs that emphasize problem solving and decision making directly address the national education goal of helping prepare students "for responsible citizenship, further learning, and productive employment in our modern economy."

Individual and Small-Group Instruction

Student-teacher interaction increases with instruction provided in one-on-one or small-group situations, where teachers give substantive feedback to students. This individualized attention may be especially beneficial to low achievers. Effective extended-time programs establish individual goals for each student and work closely with the student to reach these goals. For example, in the Educational Program for Homeless Children and Youth in Devil's Lake, North Dakota, teachers evaluate each child before the program begins to identify academic weaknesses; subsequent individual tutoring focuses on the weak areas. At Yuk Yau Child Development Center, children move among hands-on projects and interact with peers during small-group activities.

Direct and Indirect Teaching as Appropriate to the Acquisition of Skills

Successful extended-time programs feature both direct teaching, which relies on lectures and recitation, and indirect instruction, which highlights discovery and hands-on activities such as experiments, computer use, or participation in community activities. Research suggests that combining these approaches is useful in helping students acquire higher-order skills. Program directors say that these combined approaches stimulate student interest while simultaneously reinforcing basic skills. In the Summer Enhancement Program, for example, teachers combine lectures with hands-on experiments; students attend daily classes organized around science themes, work in the school's computer lab, read in the media center, and write in journals.

Focus on Problem-Solving and Decision-Making Skills

Many educational reformers have focused their efforts over the last decade on instructional practices such as cooperative learning that emphasize problem-solving and decision-making over solitary reliance on memorization of facts and theories. Further, programs that emphasize problem solving and decision making directly address the national education goal of helping prepare students "for responsible citizenship, further learning, and productive employment in our modern economy." Several programs described here offer strategies for addressing problem solving and decision making, ranging from in-class discussions and the use of board games to designing and conducting community service activities. For example, tutors at Raising Hispanic Academic Achievement focus on problem-solving skills and are trained to help students "think, explore, solve, and look back" when working on mathematics problems.

Heterogeneous Grouping

Many extended-time programs use heterogeneous grouping of multi-age and/or multi-ability students. Mixed-ability grouping is based on the theory that lower-ability students benefit from working in small groups with their higher-achieving peers, and high-ability students reinforce their knowledge by sharing with their lower-achieving peers. Researchers also have found that multi-age grouping benefits students' mental health as well as academic achievement and contributes to positive attitudes toward school. Because the voluntary nature of participation in an extended-time program results in a range of student ages and skills, heterogeneous groups may result naturally. Often, however, extended-time program planners arrange groups so that high- and low-ability students work together—with the expectation of cooperative rather than competitive learning. In Chicago's ASPIRA program, students are selected for participation with a goal of mixing high achievers and at-risk participants—and these groups work together closely in all activities.

Flexible Scheduling

Extended-time programs often feature innovative scheduling, as program staff work to maintain participation and respond to students' and parents' varied schedules and family or employment commitments. Offering students flexibility and some choice regarding when they participate in extended learning may be as simple as offering homework sessions when children need them most—after school and before dinner—as do Kids Crew and the Omaha After-school Study Centers. Or, it may mean keeping early and late hours to meet the child care needs of parents who work more than one job or support extended families, as does Yuk Yau Child Development Center. Similarly, the Florida Summer Institute for At-Risk Migrant Students is a residential program so that students' participation does not disrupt their migrant families' travels.

Use of Technology

Research shows that the use of technology for learning—primarily instruction that is assisted, managed, or enriched by computers—has at least a modest positive impact on student achievement on standardized tests and improves students' attitudes toward school and teaching. Extended-time programs may use computers to improve literacy and writing skills and to develop word-processing skills, as at the Omaha study centers.

Interaction with Caring Adults during Non-school Hours

Some disadvantaged students have few opportunities outside the classroom to interact closely and for extended periods with caring

adults who can impart a sense of concern and contribute to students' self-esteem. Students' parents often work long hours; their financially strapped communities generally offer few affordable, accessible, and safe opportunities to interact with adults. Some extended-time programs address this problem by using adults as tutors or experts during career counseling sessions. The Teen Outreach Program (TOP) in Sonora, California, is a good example. As part of a national effort to target potential dropouts and prevent teen pregnancies, adults participate as facilitators in a Life Options class that teaches students to set goals, make decisions, develop motivation to stay in school, and helps students cultivate close relationships with each other as well as with adult facilitators.

Many of the organized youth activities offered by extended-time programs build citizenship skills through community service, career counseling, or tutoring/mentoring relationships.

U.S. DEPARTMENT OF EDUCATION

Organized Youth Activities

Organized youth activities can contribute to successful learning experiences by (1) motivating children to excel, (2) providing additional structure to the students' experience, (3) building students' interpersonal skills, (4) increasing their overall exposure to cultural and sporting events, and (5) building citizenship skills. Research shows that to attract and hold the attention of youth, organized youth activities should be enjoyable as well as responsive to the participants' concerns; activities also should provide opportunities to practice new skills, make new friends, have new experiences, and explore new options. Accordingly, some extended-time programs encourage students to build their reading, math, or science skills by sponsoring contests or offering rewards for reaching certain achievement levels. In addition, several summer programs hold sporting events to encourage team-building skills and provide structure to the programs. In the Kids Crew program, for example, children attend the museum's public performances, events, or workshops in music, dance, theater, puppetry, creative writing, and photography; for many of the children who attend, it is their first experience with the performing arts.

Many of the organized youth activities offered by extended-time programs also build citizenship skills through community service, career counseling, or tutoring/mentoring relationships. "We want [students] to see the value of community and their value to the community, what they contribute to the community," the director of one program explained. "The expectation is that they'll want to continue to do this, that we'll make a real solid connection." In before- or after-school clubs run by ASPIRA, students hold conferences at which participants make presentations to their peers.

A WELL-DEFINED ORGANIZATION AND MANAGEMENT STRUCTURE

Organization and management structures vary across extended-time programs. As programs evolve, planners must develop structures for hiring and supervising, selecting students, monitoring performance, and generally overseeing the program. The shape of these structures depends on whether programs are developed by schools, by districts, or in partnership with outside agencies or organizations.

Hiring and Supervision

For extended-time programs **developed by schools and/or districts,** hiring and supervision practices may resemble those used for schools: Non-teaching administrators (sometimes principals, but often other coordinators) supervise the overall operations; regular teachers provide the educational services, and in some cases, aides or assistants work with the teachers. For example, the Summer Enhancement Program in the Charleston, South Carolina, public schools is managed by a district coordinator. A site coordinator oversees each of the six school sites; each site also has five teachers, a media specialist, a computer lab proctor, and a bus driver for field trips.

In many school- or district-developed programs, teachers apply to serve in the extended-time sessions and are selected on the basis of their experience with at-risk students and their desire to participate in the extended-time program. In most cases, program administrators or coordinators receive payment. Teachers often receive extended contracts, bonuses, or stipends. Among the programs discussed here, school-affiliated programs infrequently use volunteers.

Partnerships between outside agencies and schools may rely on a nonteaching administrator to coordinate overall management of extended-time programs, but they also may rely on volunteers instead of paid teaching staffs. For example, teachers do not receive extra pay in the Teen Outreach Program in Sonora, California; the program consists of a course taught during regular school hours and a one-hour-per-week commitment to work with students after school on community service projects.

Partnership programs that rely heavily on volunteers should provide training. In the Teen Outreach Program, staff from the sponsoring Association of Junior Leagues International visit each new site to provide facilitators with two days of intensive training on the program curriculum. Through role playing, trainers focus on ways to encourage student participation and self-reflection and build

assertiveness and communication skills. Volunteers for extended-time programs typically include retired teachers, community professionals, students from local colleges and universities, and high school students who serve as peer counselors or tutors.

At Raising Hispanic Academic Achievement, tutors receive two training sessions a year from teacher volunteers. Topics include techniques for teaching math, English, and reading to students of differing abilities and a review of the state math test, curriculum, and course objectives. Tutors also receive a summary of issues affecting Hispanic academic achievement and research on teaching math to language-minority children. Tutors and trainers explore problem solving through role playing.

Student Selection

The programs described in this idea book all serve heavily disadvantaged populations. However, programs supported by public categorical funding—whether educational or related to a social service agency—must select participants from a pool of students eligible to receive services under the funding category. For example, the Title I Summer Program for Private School Children, the extended-day kindergarten program in Florence, and the Summer Enhancement Program profiled here all select participants who are eligible for Title I services. Similarly, participants in the TAP Summer Youth Employment Program must be eligible to receive services under the Job Training Partnership Act, and students attending the Omaha Public Housing Project After-school Study Centers must live in Omaha public housing developments.

Still, many extended-time programs cannot serve all students who may be eligible to participate and could benefit from the program. The generally accepted practice—and often a legislative requirement for categorical programs—is to serve the neediest students first. The extended-time programs profiled here demonstrate a variety of methods, often used in combination, for determining student need:

- Standardized test scores (used for all profiled programs funded by Title I)
- English proficiency
- Grades
- Teacher or paraprofessional recommendations, based on observations of the preceding measures as well as social skills and behavior

Privately funded programs, although usually not required to select the neediest students, may depend on teachers or other school personnel to encourage students considered at high risk of school failure to attend the extended-time programs.

Performance Monitoring

Thorough evaluation and effective programming generally require projects to monitor student performance and assess whether needs are met and students are progressing. Successful programs set academic, personal, or social goals for participants and establish systems for monitoring how well students meet these goals. Extended-time programs described here rely on various performance measures, including portfolio assessment; longitudinal case studies; student journals; surveys of parents, students, tutors, and regular classroom teachers; and attendance, discipline, and dropout records.

Typically, teachers or tutors working directly with students meet regularly to review student needs and progress. At the Yuk Yau Child Development Center in Oakland, California, teachers from the Center and the local school talk daily about students' needs for special assistance or any problems that develop.

PARENT' AND COMMUNITY INVOLVEMENT

Research is clear and consistent regarding the importance of parent involvement in children's education. Almost from the inception of Title I, parent involvement has been part of the program, and refers to partnerships between home and school that bolster parents' capacity to improve their children's learning. Recent research on youth development argues that the pressures faced by American families mean that families often need help in supporting children's education; this research focuses attention on a "developmental triangle" of support involving schools, families, and communities (Carnegie Corporation of New York, 1992).

Collaboration between schools, parents, and communities widens the pool of resources, expertise, and activities available to any program, giving disadvantaged students greater options. Parents and other community members can play an active role in researching and designing extended learning opportunities. For example, parents and community members became champions of the year-round/intersession schedule in Texas' Socorro School District after the schools involved both groups in researching and developing the

Many extended-time programs cannot serve all students who may be eligible to participate and could benefit from the program. The generally accepted practice—and often a legislative requirement for categorical programs—is to serve the neediest students first.

programs. These community-linked management teams also select teachers for intersessions and tailor intersession activities to address the particular academic weaknesses of students in each school.

The school district in Florence County, South Carolina, hired two parent coordinators for the extended-day kindergarten program. These coordinators enlist other parents in the program's activities. The district has a parent center where parents can check out books and games to use with children at home and pick up written materials on parenting. The parent coordinators teach parent education classes at the center, focusing on activities parents can carry out at home with their children—such as "Family Math for Preschoolers"—and on effective parenting skills.

U.S. DEPARTMENT OF EDUCATION

Building Student Success through Parent Outreach

Parent outreach efforts can range from inviting parents to attend classes or sessions to hiring parents as coordinators. Programs that target kindergarten and elementary school students may provide parents with home-based learning activities. For example:

- Parents of students enrolled in the Title I Summer Program for Private School Children in Beaverton, Oregon, attend monthly training sessions between spring and fall, during which Title I specialists describe ways to support children's learning at home.

- The Educational Program for Homeless Children and Youth in Devil's Lake, North Dakota, includes take-home reading lessons to involve parents in student learning; tutors and program staff also offer tips on how to help children learn at home; parents are encouraged to accompany their children on field trips or visit the program during the day.

Raising Hispanic Academic Achievement targets middle and high school students but also involves parents actively. This program sponsors four bilingual meetings every school year to teach parents strategies for planning their children's educational future. At the meetings, program leaders suggest that parents analyze their children's course selection and question selections or placements that are not consistent with a college-preparatory education. Another strategy for involving parents is to seek their feedback about the program's efficacy. The Educational Program for Homeless Children and Youth conducts an annual survey to learn parents' views on program improvement and performance. The Socorro School District year-round program also elicits feedback from parents.

However, other extended-time programs do not formally include parents, beyond recruiting them to visit the program or to accompany field trips. Parents living in the most disadvantaged neighborhoods may resist involvement in the schools for many reasons; they may not feel comfortable interacting with staff, based on their own school experiences or because they cannot read, write, or speak English well. Recommendations of the Independent Review Panel of the National Assessment of Title I included strategies that may help school programs cultivate involvement by the parents of disadvantaged children:

- Support parents through programs such as Even Start, family literacy, and other two-generation programs, which enable adults to improve their own educational skills so they can help their children to do well in school.

- Use Title I and other resources to pay parents' expenses for attending school meetings or regional and national training sessions; schools can pay teachers for home visits made after regular school hours.

- Provide Title I professional development that includes sustained attention to family-school interactions, with a special focus on maximizing the engagement of culturally and linguistically diverse students and increasing their participation and contribution.

Developing Partnerships to Meet Program and Community Needs

Extended-time programs can benefit from partnerships between community agencies or organizations and schools. Whenever community involvement occurs, both students and local communities usually benefit. Programs stretch their abilities to extend learning—and at the same time may provide students with meaningful interaction with adults, a sense of belonging, and self-confidence. Communities benefit from educating and supporting their citizens, as well as from the services the students provide. For example, the Teen Outreach and TAP Summer Youth Employment programs employ students at local hospitals to gain experience and learn about careers. ASPIRA after-school clubs emphasize a commitment to building self-esteem and improving the local community. One club adopted an orphanage, where students provided tutoring and recreational activities throughout the year. Other clubs have held food drives or conferences on understanding the political process.

Whether or not formal partnerships exist, many programs include strong community outreach efforts. They solicit professionals, retirees, and college students from the community to serve as tutors, role models, or guest speakers. In some cases, restaurants and other businesses provide rewards or prizes to students in reading contests or other academic competitions. At the Title I Summer Program for Private School Children, for example, students receive coupons redeemable for books at a local bookstore each time their parents verify that the student has read five books.

A STRONG PROFESSIONAL COMMUNITY

Alternatives to conventional wisdom about how disadvantaged students can and should learn require teachers to structure their lessons differently and alter fundamental beliefs about learning. Change of this magnitude cannot happen without adequate support systems, including extensive and continuing professional development.

Teachers of disadvantaged students need increased professional development, according to research on Title I. Surveys conducted in 1991-92 showed that only one-third of Title I elementary teachers and one quarter of Title I secondary teachers had four or more days of staff development within a 12-month period. Alternatives to conventional wisdom about how disadvantaged students can and should learn—such as an early emphasis on higher-order tasks, meaning and understanding, and cooperative learning—require teachers to structure their lessons differently and alter fundamental beliefs about learning. Change of this magnitude cannot happen without adequate support systems, including extensive and continuing professional development.

Although some extended-time programs offer staff development only as part of the regular school program, many provide it specifically for the extended learning. Among programs described here, the number of sessions varied from once a year, for a program offering an orientation only, to once a month, for a district-administered program with access to frequent workshops. At most sites, the amount of staff development varied every year depending on the budget and topics. At a minimum, staff development offers an orientation to program goals and objectives, curriculum, and requirements. As Table 1 indicates, however, many programs also sponsor staff development on instructional techniques, enrichment and hands-on activities, interpersonal skills, subject-matter expertise, cultural awareness, and special needs of disadvantaged students.

Table 1 also shows that instructional techniques (including those based on approaches such as whole language, the theory of multiple intelligences, cooperative learning) were the most popular staff development topics. Training in enrichment and hands-on activities, interpersonal skills, and cultural awareness also were popular.

Table 1: Focus of Professional Development Offered by Selected Extended-Time Programs

Type of Development	Focus	Programs
Instructional Technique	Whole language; integrated curricula	Summer Program for At-Risk Students, Yuk Yau, Florence Extended-Day Kindergarten
	Multiple intelligences (Howard Gardner)	Chapter 1 Private School Summer Program
	Writing effective lesson plans	Yuk Yau Child Development Center
	Encouraging student participation and self reflection	Teen Outreach Program
	Cooperative learning	Socorro School District, Summer Enhancement Program
	Reading Recovery	Florence Extended-Day Kindergarten
Enrichment and Hand-on Activities	Connecting math to the real world	Raising Hispanic Academic Achievement
	Using math and science manipulatives	Summer Enhancement Program
	Hands-on science and open-ended questioning	ASPIRA Chicago
Interpersonal Skills	Conflict resolution	Yuk Yau Child Development Center
	Effective parent-teacher relationships	Yuk Yau Child Development Center
	Role playing to encourage assertiveness and communication skills	Teen Outreach Program
	Organizing and working with parent groups	ASPIRA Chicago
Cultural Awareness	Hispanic academic achievement	Raising Hispanic Academic Achievement
	Teaching math to language-minority students	Raising Hispanic Academic Achievement
	Cross-cultural studies	Yuk Yau Child Development Center
	Reflecting diverse cultures through curricula	Kids Crew
Subject-Matter Expertise	Math for students in grades 1-7; math for grades 8-12	ASPIRA Chicago
	English as a Second Language (ESL)	Summer Program for At-Risk Students, Raising Hispanic Academic Achievement
	Literacy Skills	TAP program, Florence Extended-Day Kindergarten
Special Needs of Disadvantaged Students	Instruction of special needs students	TAP program
	Working with disadvantaged students in nontraditional settings	TAP program
	Working with victims of Fetal Alcohol Syndrome and crack cocaine abuse	Florence Extended-Day Kindergarten

Several program developers for the extended time programs described here emphasized that staff development must not be viewed as a one-time event. This means not only offering regular staff development opportunities, but also giving staff opportunities to reinforce or use their new-found knowledge. At the extended-day kindergarten program in Florence, South Carolina, for example, follow-up activities or information accompany each staff development session. Activities range from disseminating literature on a particular topic to experimenting with instruction in a classroom. In addition, all staff—including volunteers, teacher aides, and assistants—must be involved in staff development. Several program directors offered strategies for dealing with the high costs of training greater numbers of staff. For example, the Yuk Yau center's budget does not permit aides to attend as many staff development workshops as teachers, but teachers regularly schedule formal opportunities to share their new knowledge with aides. Similarly, teachers trained by ASPIRA return to their schools to organize and lead training sessions for others.

Other sites offered strategies for encouraging staff to participate in training. With ASPIRA, which strives to train all teachers in grades 1-8 at schools that offer the after-school program, teachers receive continuing education credits for participating in workshops. The summer program for at-risk students in South Bend, Indiana, allows staff to form small groups to develop materials and lesson plans with others who teach students of similar ages or backgrounds. Finally, many extended-time program staff say adequate staff planning time, while difficult to schedule, is essential to a strong professional community. The Title I Summer Program for Private School Children in Beaverton, Oregon, for example, allows up to an hour and a half every day for staff planning.

CULTURAL SENSITIVITY

Together, the extended-time programs described in this idea book serve a diverse student population whose cultural heritage is collectively African American, Anglo, Hispanic, Asian, Native American, and Caribbean. All selected programs are open to students of all races.[8] However, because their participants reflect the racial and ethnic compositions of local communities, several programs serve high proportions of one or two ethnic groups.

In planning the best way to extend learning opportunities for the groups they serve, many programs make cultural sensitivity a priority that manifests itself in activities for students as well as in staff development. In addition, some programs reach beyond the cultures of their own participants to the greater diversity of the larger community.

The Brooklyn Children's Museum, which operates the Kids Crew program, is located in the Crown Heights neighborhood of Brooklyn. This diverse community includes African Americans, West Indians, Hispanics, and Hasidic Jews. Museum staff receive training twice a year in developing curricula that reflect diverse cultures. Many Kids Crew projects take advantage of the racial and ethnic groups in the community. A recent theme, "Celebrations and Traditions," included a walking tour of the neighborhood; staff described how each religion celebrates the holidays during December and explained the religious meanings of the decorations. Many of the children had never visited parts of the neighborhood included in the tour. Students took photographs during the tour, and in later sessions they discussed the differences and similarities of Kwanzaa, Hanukkah, and Christmas. Other activities explored how different cultural groups cook, talk, paint, and relate to each other.

In planning the best way to extend learning opportunities for the groups they serve, many programs make cultural sensitivity a priority that manifests itself in activities for students as well as in staff development.

Activities for Students

Extended-time programs may include a variety of activities specifically aimed at fostering cultural awareness. The intersession program in the Socorro Independent School District includes bilingual instruction in English and Spanish. Through ASPIRA clubs, middle and high school students explore the contributions of Hispanics to U.S. culture, with the goal of increasing self-esteem and developing a commitment to improving the community. The Summer Institute for At-Risk Migrant Students attempts to eliminate the cultural and psychological gaps between students by scheduling former migrant students who have "made it" as guest speakers and role models. In the Life Options class that Teen Outreach students take during the school day, students discuss their cultural differences and similarities and consider the impact of prejudice and discrimination through role playing.

Staff Development

Some programs also offer staff development in cultural awareness. For example, ASPIRA strives to incorporate culture into science education. Workshops in the Chicago area include such topics as botany and Mesoamerican design, the scientific uses of Navajo plants, and Mayan mathematics. Staff at the Yuk Yau Child Development Center also have participated in workshops on cross-

cultural studies. Raising Hispanic Academic Achievement provides tutors with research summaries of Hispanic academic achievement and practices for teaching math to language-minority students.

A CONTINUOUS SEARCH FOR CREATIVE FUNDING

Extended-time programs that serve highly disadvantaged populations often are located in the very poorest urban and rural settings, where local school budgets must stretch to provide even the required amount of instruction. Some extended-time programs operate without any budget beyond that normally associated with the school or administering agency. For example, the after-school study centers operated by the Omaha Housing Authority benefit from space available at the public housing developments, curriculum materials from local schools, volunteer tutors from the community, and contributions from local businesses for computers, equipment, and software.

Most extended-time programs, however, require more funding than the general education appropriations that schools receive from states and local districts. Especially in the poorest locations, education funding is always subject to demands from many sources. In addition, grants expire—and even dedicated volunteers eventually move on. Extended-time program planners should search for funding continuously and creatively, looking to both new and traditional sources of education funding for support. Some options for funding used by the extended-time programs profiled here include reliance on federal categorical programs, special funding from state departments of education, funds from private educational organizations, and support from community agencies or organizations.

Extended-time program planners should search for funding continuously and creatively, looking to both new and traditional sources of education funding for support.

Federal Categorical Programs

Federal categorical funding, including Title I basic and migrant education, Title VII bilingual education, and the Job Training Partnership Act, supports a portion of many of the programs profiled here. Title I pays all or notable amounts of the funding for several programs: the Title I Summer Program for Private School Children, Florence's extended-day kindergarten, the summer enhancement program in Charleston, and the Summer Institute for At-Risk Migrant Students.

State Departments of Education

State departments of education also provide special funding for extended-time programs. Examples include a North Dakota state grant for educating homeless children, a Texas line-item appropriation for districtwide intersession programs, South Carolina's Educational Improvement Act funds, and the California Department of Education's fee waiver for 95 percent of the students at the Yuk Yau center in Oakland.

Private Educational Organizations

Other programs receive funds from private educational organizations, which usually fund local programs only partially; implementation of the programs may help districts or schools secure grants from foundations. For example, ASPIRA provides some funding to Chicago public schools that operate the after-school programs, while the school district and local schools provide space, supplies, and staff; private funding has eased the financial burden on the district and schools. Local Teen Outreach Projects (TOP) operate in a similar way. The national TOP program funds evaluation and technical assistance, and community sponsors at individual sites raise funds to cover operating costs. In Tuolumne County, California, the county office of education and a community agency solicited grants in 1993 to cover the $32,700 annual budget.

In some instances, private organizations fully fund local programs, leaving the schools responsible only for providing space. Raising Hispanic Academic Achievement in Silver Spring, Maryland, does not require any contribution from local schools or the district—and in fact the program pays rent on its space in a school.

Community Agencies and Organizations

Community agencies and organizations can provide substantial support for extended-time programs. For example, the Kids Crew after-school, weekend, and summer programs are supported entirely by the Brooklyn Children's Museum (primarily through foundation funding). In the past, the Educational Program for Homeless Children and Youth in Devil's Lake, North Dakota, received half of its annual budget for salaries and transportation from a local child welfare reform agency. This program also benefits from community support in the form of access to activities offered by the local department of parks and recreation.

A WILLINGNESS TO RESOLVE OR WORK AROUND OBSTACLES

Extended-time programs for disadvantaged students face many challenges to planning and implementation, including problems with attendance, transportation, staffing, and safety during non-school hours. Many programs have found ways to resolve these problems. In some cases, the very elements that made a program successful—such as active community involvement or administrative partnerships between schools and community agencies or private educational organizations—engendered additional challenges and innovative solutions.

The key to successful implementation is flexibility and continual planning, according to one project director: "While other after-school programs figure out what works and then do it over and over, we keep looking for new projects and new materials to keep students interested. We follow their lead as to what they want to explore."

Building and Maintaining Attendance

Attendance could be a problem for voluntary, academically oriented programs that extend learning time, especially for students who lack transportation or face pressure to find after-school employment. However, none of the programs reported serious difficulties with student attendance. In fact, several programs—including Kids Crew, the Educational Program for Homeless Children and Youth, and Raising Hispanic Academic Achievement—reported difficulty in keeping up with demand. These programs attracted students by offering hands-on activities, enriched learning, flexible timeframes, and other incentives.

Hands-on enrichment activities complement the instruction students receive during the regular school day. These activities emphasize meaning and understanding, which research demonstrates is highly effective for inculcating advanced and basic skills, and engage children more extensively in academic learning.

Another key to maintaining good attendance is flexibility and creativity in handling time conflicts with other activities in which students participate. Some extended-time programs provide students with opportunities to enroll in other extracurricular or academic programs that may occur outside of the regular school day, such as competitive sports or theater productions; others make allowances for the financial and family needs of disadvantaged students. For example:

- Omaha's public housing development after-school study centers are open two days a week from 4:30 to 7 p.m., so students who participate in other after-school activities can visit the centers later in the day.

- The Summer Institute for At-Risk Migrant Students gives participants stipends to help migrant families offset some of their children's lost potential earnings.

- Students who attend intersessions in the Socorro, Texas, school district can attend intersessions at other schools as well as at their home school; teachers help students locate intersessions that focus on their particular interests.

- Participants in the TAP summer program receive wages for the 20-25 hours each week they are in the classroom, as well as for the jobs they hold during the afternoon.

- Bilingual support staff of the Youth Employment Program for At-risk Students in Indiana visit participants' families to help with housing, employment, health, and education needs that may hinder students' success.

Several programs described here also rely on more traditional incentives to entice students to attend. Volunteers for Raising Hispanic Academic Achievement make more than 400 phone calls each week to maintain contact with tutors and tutees. The Summer Enhancement Program offers pizza parties and ice cream on Fridays for classes with perfect attendance.

Providing Transportation

Transportation can be a barrier to attendance in extended-time programs because disadvantaged students often lack cars, cannot afford public transportation, or live in remote areas. To solve this problem, many extended-time programs are either located within walking distance of most participants, or the program provides bus transportation, often at significant cost. Also, some districts help cover transportation costs. For example, participants in the Program for Homeless Children and Youth in Devil's Lake, North Dakota, receive transportation from a local agency serving troubled families. In other cases (such as the TAP Summer Youth Employment Program), students receive passes to use public transportation to and from the extended-time program sites.

Securing Staffing

The staffing concerns of extended-time programs revolve around two issues: Are there enough qualified staff, and will they stay motivated? One answer to both of these questions appears to be the fairly common and sometimes extensive use of volunteers as managers or instructional staff. Volunteer staff usually offer their services because they believe in—and are willing to devote their time and energies to—the goals of a particular program.

However, most extended-time programs need to pay some staff to oversee the program. For example, Omaha Housing Authority staff coordinate the after-school study centers, which otherwise rely completely on volunteer tutors. Even if funds, supplemented by volunteers, can provide adequate staffing, however, extended-time programs still must grapple with preventing burnout among staff who have other, usually full-time responsibilities during the regular school day, week, or year. Possible solutions include:

- **Offer frequent and varied staff development opportunities.** Options range from annual orientation sessions to monthly workshops on instructional techniques, enrichment and hands-on activities, interpersonal skills, subject-matter expertise, cultural awareness, or special student needs.

- **Involve instructional staff in planning and managing the extended-time program.** Often, committees charged with providing oversight or feedback to an extended-time program evolve from the program's original planning or design committee; members may include teachers, parents, administrators, community members, or students. In the Socorro School District, for example, which has adopted site-based management in each school, a school improvement team guides the development of intersession and regular session activities. The team consists of a teacher from each grade level, parents, community members, administrators, and some students. The team determines the goals and objective for the year; if a school has high writing scores but low performance in reading, the team may focus intersession activities on building reading skills.

- **Provide staff with as much planning time as possible.** Staff at the Title I Summer Program for Private School Children receive as much as an hour and a half of planning time daily.

Ensuring Safety

Whether programs are located in cities, suburbs, small towns, or isolated, rural areas, students must be safe traveling to and from

extended-time programs. Often, when participants walk or use public transportation, extended-time program staff maintain contact with parents or guardians to make sure that students do not need to take public transportation alone or after dusk. For example, staff of the Kids Crew program pair students who live close to each other and arrange for older students to walk younger participants home. Raising Hispanic Academic Achievement avoids the night-time safety problem entirely by scheduling its activities on Saturdays.

Whether programs are located in cities, suburbs, small towns, or isolated, rural areas, students must be safe traveling to and from extended-time programs.

Additional Challenges Faced by Partnership Programs

Extended-time programs run by or in partnership with community organizations or private educational organizations illustrate additional challenges and solutions. Planners of the programs described here noted problems with coordinating regular school staff, establishing accountability, and dealing with the special needs of at-risk populations.

- **Coordinating regular school staff.** Programs located in a school but managed by non-school staff may have trouble enlisting teacher support or storing materials in the school. Leaders of these programs must make special efforts to fully inform school staff of the nature and goals of the extended-time program. Raising Hispanic Academic Achievement found that disseminating information to tutors and students was difficult when classroom teachers, who did not fully understand the program, failed to respond. In some programs, staff address this problem by meeting with principals and teachers to explain the program and emphasize that it is designed to enrich and expand, rather than replace, effective instruction during the regular school day.

- **Establishing accountability.** Programs run by more than one group must define program "ownership" clearly and early, with specific responsibilities assigned to each partner. At the Summer Program for Homeless Children and Youth, a lack of accountability for specific tasks proved problematic when it was time to evaluate the program; the evaluation consequently was not as extensive as expected.

- **Meeting the needs of at-risk populations.** Staff of extended-time programs run by community agencies may need to deal with social and personal needs faced by at-risk youth, far beyond the educational needs that the programs are designed to address. Staff at the Brooklyn Children's Museum met this

challenge by cultivating relationships with community leaders who were active in local counseling and family resource programs, thus permitting the extended-time program to make appropriate referrals rather than trying to provide counseling.

THOUGHTFUL EVALUATION OF PROGRAM SUCCESS

Although most educators agree it is important to evaluate the effectiveness of programs and practices, these efforts often fall by the wayside because staff lack time, knowledge, or financial resources. Furthermore, program staff may resent the need to devote time to evaluation instead of the activities they have designed to enhance and increase learning. In spite of these challenges, program continuity, funding, and decision making depend on information collected through thoughtful student and program evaluations. Programs funded in part or wholly by competitive grants and supported by donations of equipment, materials, or volunteer time may face extra pressure to achieve their stated goals and to demonstrate this achievement through an evaluation. Title I-funded programs are required by law to conduct reviews of program effectiveness.

Collecting or Gaining Access to Data

Ideally, evaluators analyze data at several points in time, using appropriate comparisons. Extended-time programs that operate within the public education system—whether school-based, districtwide, or statewide—have access to abundant student data including test scores, attendance, grades, discipline referrals, and portfolio assessment. The weaker the connection between extended-time programs and the local school, the more difficult it may be to track down, compile, and analyze these data.

In theory, assessment of extended-time programs that represent partnerships between schools and community agencies, organizations, or privately administered programs can include analysis of data collected by schools—depending on the formality of the partnership and the willingness of school staff to provide or analyze the data. For example, Northwestern University plans to conduct a longitudinal evaluation of ASPIRA's program in Chicago, using student grades, high school dropout rates, postsecondary education rates, and other indicators of academic progress. However, other programs sponsored by community agencies or organizations—such as the Kids Crew program in Brooklyn and the after-school study centers in Omaha—collect their own assessment data. The evalua-

tion of the after-school study centers includes program attendance, informal follow-up of high school students who graduate and go on to postsecondary institutions, and anecdotal evidence. The evaluation of the Kids Crew program includes longitudinal case studies of students, focusing on problem-solving skills and improved community and cultural awareness. Raising Hispanic Academic Achievement, although sponsored privately, also conducts an evaluation that relies partially on observations reported by classroom teachers.

Some extended-time programs run by private, national organizations require local affiliates to collect data that are analyzed at the national level; both ASPIRA and the Teen Outreach Program do this. The outcome data often include several measures of school success, such as grades, course selection, and high school graduation rates. It is often up to affiliates to use these data to assess local success.

Guidelines for Program Evaluation

Whether analyzing data collected by schools or school systems or collecting new information about participants in extended-time programs, or both, extended-time program evaluation is time consuming and requires careful planning. As part of a multi-year research project conducted by the Center for Research on Evaluation, Standards, and Student Testing, *Tracking Your School's Success: A Guide to Sensible Evaluation* (1992) presents useful techniques for monitoring program development and implementing change. Combining ideas from various evaluation models, this guide outlines six steps:

- **Focus the evaluation.** Determine the purpose(s) of the evaluation, decisions to be made, possible audiences or people affected by these decisions, and questions to be asked.

- **Identify tracking strategies.** Determine what information is needed to answer questions or better understand the consequences of decisions. Make initial decisions about the kinds of instruments needed. How will information be collected? Will there be interviews? Observations? Focus groups? A review of data? Student work samples? Standardized test results?

- **Manage instrument development and data collection.** Determine who has the information and when it is needed. Plan instrument development, if necessary. How long will it take? Who will collect information? What will it cost in time and resources to purchase or develop and administer instruments?

- **Score and summarize data.** Think about the kind of scores needed to answer evaluation questions. Choose appropriate scores or scoring strategies for projects, performance tests, or portfolios.

- **Analyze and interpret information.** Organize score summaries to answer evaluation questions. Work with stakeholders to make sense of findings and conclusions in the light of shared experiences and possible conflicting interests. Look for trends over time to identify strengths and areas for improvement; relationships among program processes, student and staff characteristics; and outcomes. Negotiate a common understanding of findings; make meaning of the trends, profiles, and summaries of questionnaire, test, interview, observation, and/or performance information. Find promising courses of action related to these findings.

- **Act on findings and continue program monitoring.** Communicate findings in a timely and appropriate manner—through school action or improvement plans, informal meetings, panel discussions, formal presentations, and written reports.

The options are not limited to these strategies. Homework and parent involvement in the instructional process are two relatively common approaches to extending students' learning time, but because these activities lack a project focus and can often be diffused throughout the instructional program, they are not examined here. In addition, we have not included home based programs that use a home instructor, tutor, or computer to teach students in their homes after the regular school day; such programs are less common, expensive to operate, and serve fewer students than less costly alternatives.

Title I programs that focus on lower-order skills (e.g., decoding or rote memorization) to the exclusion of higher-order thinking skills (e.g., reasoning and problem solving) may be limiting in the long run, even though they may raise standardized test scores in the short run, according to research.

Many children do not live in traditional households. While we often refer to parents as those who should become actively involved in their children's education, guardians or other caring adults in a child's family may provide the partnership between home and school.

Although they are open to students of all races, ASPIRA and Raising Hispanic Academic Achievement target Hispanic students. Although it would be illegal for any Title I program to limit program eligibility to a particular ethnic group, these programs are included here because they use promising practices for extending learning time in schools with large populations of Hispanic students.

IMPLICATIONS FOR DESIGNING TITLE I EXTENDED-TIME PROGRAMS

Although the diversity of successful programs suggests that the best model to follow will depend on local needs and resources, several principles emerge as key to any Title I effort to extend learning time beyond the traditional school day, week, or year. Planners must:

- **Design extended learning opportunities that incorporate the needs and resources of local communities.** It is increasingly evident to school and non-school educators that it takes the combined resources of schools, families, and communities to prepare children for success in school and productive citizenship. Effective collaboration, whether through formal partnerships or well-developed networks, gives disadvantaged students greater options and may stretch the dollars available for extending learning time. Programs that are designed to respond to a community or population's specific needs may also draw greater support from participants and their families.

- **Establish links between the extended time and the regular school program.** To ensure that students learn, teachers and directors of extended learning programs must communicate and coordinate with Title I and classroom teachers from the participants' regular school programs. This is important during planning and design phases and on a continuing basis if extended-time programs are to build on what students learn in the regular school program.

- **Use extended time effectively.** The research on and experiences of extended-time programs call for a variety of effective instructional practices known to enhance student learning. To motivate and excite students, many successful extended learning opportunities do not replicate what is offered by the regular school program but build on and enrich it.

- **Support innovative ways to involve parents in extending learning time.** Especially in impoverished communities, barriers to parent involvement in education may be compounded when educators try to solicit support for what parents perceive as a non-essential activity or "frill."

- **Bolster the extended learning time with a strong professional community.** Research supports the need for increased professional development of teachers and other staff working with dis-

The abundant amount of out-of-school time available to youth can extend productive learning and personal growth far beyond the end of the traditional school day, week, or year.

advantaged students, especially when these workers are asked to implement new strategies. Professional development for both paid and volunteer staff solidifies program goals and motivates workers, many of whom have extended their own working hours significantly to help run the program.

- **Thoroughly explore funding options, with a focus on continuity.** Successful extended-time programs serving disadvantaged students use various public and private funding options. Title I pays all or much of the costs of several programs profiled here; program planners also can use Title I schoolwide project funds to extend learning. And with school systems facing limited budgets, partnerships between schools and agencies or organizations can increase the resources available for extending learning time—and broaden the pool of accountable stakeholders.

  To use Title I funding in other than schoolwide projects, an extended-time program must meet the special educational needs of educationally deprived, Title I-eligible children, and services must focus on these recipients. However, non-Title I children may also participate under a federal regulation that allows for the "incidental inclusion" of other students if excluding them is "impractical" and if their inclusion does not exclude Title I students from the program, increase the program's cost, or decrease the amount, duration, or quality of the service (34 *CFR* Part 200). In fact, most Title I-funded extended-time programs are offered at public school sites, an arrangement that could make it difficult to exclude non-Title I students who may want to participate. The incidental benefit rule supports some effective instructional practices, such as heterogenous grouping and cooperative learning.

- **Build on the experiences of successful extended-time programs and demonstrate flexibility to resolve obstacles.** Extended-time programs often encounter logistical problems, even when the programs benefit from resources brought together by partnerships between schools and agencies or organizations. Typical problems include maintaining attendance, providing transportation, and securing staffing. In general, flexibility and creativity are key to overcoming obstacles. For example, one might look to unexpected sources of support for transportation or funding.

- **Regularly evaluate the program, using multiple measures of success that reflect the program's goals.** Program continuity, funding, and decision making depend on information collected through thoughtful student, program, and parent evaluations. In addition to the abundant student data collected by public schools, program planners should incorporate multiple measures of success, building on a variety of assessment tools that reflect what the extended-time program intends to achieve.

ENCOURAGING TITLE I STUDENTS TO PARTICIPATE IN NON-TITLE I EXTENDED-TIME PROGRAMS

Extended-time programs offered by agencies or organizations outside the schools can offer disadvantaged students additional motivation and knowledge they need to succeed in school and beyond. Often, such programs build links with students' regular school programs, reinforcing particular skills needed in the classroom. To this end, Title I staff can:

- Encourage parents and their children to reap the benefits of community-based as well as school-based extended learning opportunities
- Facilitate coordination among existing programs
- Raise awareness among parents and community members about the educational and other benefits of community-based programs

Extended-time programs offered by agencies or organizations outside the schools can offer disadvantaged students additional motivation and knowledge they need to succeed in school and beyond.

Research References

THE FOLLOWING LISTS INCLUDE

RESEARCH USED TO PREPARE EACH

CHAPTER OF THIS IDEA BOOK.

EXECUTIVE SUMMARY

Melaville, A. I., Blank, M. J., & Asayesh, G. (1993 April). Together We Can: A guide for crafting a profamily system of education and human services. Washington DC: U.S. Department of Education and U.S. Department of Health and Human Services.

USING TIME IN NEW AND BETTER WAYS

Carnegie Council on Adolescent Development. (1992, December). A matter of time: risk and opportunity in the nonschool hours. New York: Carnegie Corporation of New York.

Carroll, J. M. (1989). The Copernican Plan: Restructuring the American high school. Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands.

Clark, R. M. (1990, Spring). Why disadvantaged students succeed: What happens outside school is critical. Public Welfare, 17-23.

Eisenberg, M. B. (1989, Spring). Current research. School Library Media Quarterly, 17(3), 156-161.

Funkhouser, J., Humphrey, D., Panton, K., & Rosenthal, E. (1992, April). Educational uses of time. Washington, DC: Policy Studies Associates.

Funkhouser, J., & Klein, A. (1988, August). Instructional time and achievement: Implications for Chapter 1 extended time interventions. Washington, DC: Decision Resources Corporation.

Goodlad, J. I., & Anderson, R. H. (1987). The non-graded elementary school. (rev. ed.) New York: Teachers College Press.

Moore, M., & Funkhouser, J. (1990, January). More time to learn: Extended time strategies for Chapter 1 students. Washington, DC: Decision Resources Corporation.

National Education Commission on Time and Learning. (April 1994). Prisoners of time. Washington, DC: Author.

Peterson, P. L., Swing, S. R., & Stoiber, K. C. (1986). Learning time vs. thinking skills: Alternative perspectives on the effects of two instructional interventions (Report No. 86-6). Madison,WI: Wisconsin Center for Education Research.

Slavin, R. E., Karweit, N. L., & Madden, N. A. (1989). Effective programs for students at risk. Needham Heights, MA: Allyn and Bacon.

Stringfield, S., Winfield, L., Millsap, M., Puma, M., Gamse, B., & Randall, B. (1994). Urban and suburban/rural special strategies for educating disadvantaged children. First year report. Baltimore, MD: The Johns Hopkins University & Cambridge, MA: Abt Associates, Inc.

Stringfield, S., Millsap, M., Winfield, L., Brigham, N., Yoder, N., Moss, M., Nesselrodt, P., Schaffer, E., Bedinger, S., & Gamse, B. (1992, February). Special strategies for educating disadvantaged children. Second year report. Baltimore, MD: The Johns Hopkins University & Cambridge, MA: Abt Associates, Inc.

Stringfield, S., Winfield, L., Millsap, M., Puma, M., Gamse, B., & Randall, B. (1992, December). Special strategies for educating disadvantaged children. Baltimore, MD: The Johns Hopkins University & Cambridge, MA: Abt Associates, Inc.

U.S. Department of Education. (1993, February). The national assessment of Chapter 1. Reports, studies, and papers. Washington, DC: Author.

U.S. Department of Education. (1993, February). Reinventing Chapter 1: The current Chapter 1 program and new directions. Final report of the national assessment of the Chapter 1 program. Washington, DC: Author.

U.S. Department of Education. (1993, February). Reinventing Chapter 1: The current Chapter 1 program and new directions. Final report of the national assessment of the Chapter 1 program. Executive Summary. Washington, DC: Author.

U.S. Department of Education. (1993, February). Statement of the independent review panel of the national assessment of Chapter 1. Washington, DC: Author.

Wilkinson, I. C. (1988). Grouping children for learning: Implications for kindergarten education. In E.Z. Rothkopf (Ed.), Review of Research in Education, 15, 203-223. Washington, DC: American Educational Research Association.

45

PROMISING PRACTICES

Adelman, N. E. (1991, June). Staff development for teachers of disadvantaged students. Washington, DC: Policy Studies Associates.

Birman, B. F., Orland, M. E., Jung, R. K., Anson, R. J., & Garcia, G. N. (1987). The current operation of the Chapter 1 Program. Final Report from the National Assessment of Chapter 1 Office of Research. Washington, DC: Office of Educational Research and Improvement.

Brophy, J. & Good, T. L. (1986). Teacher behavior and student achievement. In H. Mitzeo (Ed.), Handbook of research on teaching. New York: Macmillan.

Butler, J. M., DeRuzzo, D., Wollenberg, J. P., & Handley, H. M. (1987). Differences in achievement and time-on-task with homogeneous and heterogeneous ability grouping of secondgraders. Paper prepared for Annual Meeting of the American Educational Research Association. Washington, DC.

Carnegie Council on Adolescent Development. (1992, December). A matter of time, risk and opportunity in the nonschool hours. New York: Carnegie Corporation of New York.

Comer, J. P. (1986, February). Parent participation in the schools. Phi Delta Kappan, 442-446.

Eisenberg, M. B. (1989, Spring). Current research. School Library Media Quarterly, 17(3), 156-161.

Goodlad, J. I., & Anderson, R. H. (1987). The non-graded elementary school. (rev. ed.) New York: Teachers College Press.

Herman, J. L., & Winters, L. (1992). Tracking your school's success: A guide to sensible evaluation. Newbury Park, CA: Corwin Press, Inc.

Knapp, M., Shields, P., & Turnbull, B. (1992). Academic challenge for the children of poverty. Study of academic instruction for disadvantaged students. Summary report. Washington, DC: U.S. Department of Education.

Magliaro, S. G., & Borko, H. (1986). A naturalistic investigation of experienced teachers' and student teachers' instructional practices. Teaching and Teacher Education, 2, 127-137.

McLaughlin, M. W., Irby, M. A., & Langman, J. (1994). Urban sanctuaries: Neighborhood organizations in the lives and futures of inner-city youth. San Francisco, CA: Jossey-Bass Publishers.

Milburn, P. (1981, March). A study of multi-age or family-grouped classrooms. Phi Delta Kappan.

Millsap, M., Moss, M., & Gamse, B. (1993, February). Chapter 1 in public schools. The Chapter 1 implementation study. Final report. Cambridge, MA: Abt Associates, Inc.

Millsap, M., Turnbull, B., Moss, M., Brigham, N., Gamse, B., & Marks, E. (1992). The Chapter 1 implementation study. Interim report. Washington, DC: U.S. Department of Education.

Moore, M., & Funkhouser, J. (1990, January). More time to learn: Extended time strategies for Chapter 1 students. Washington, DC: Decision Resources Corporation.

Pavan, B. N. (1977). The non-graded elementary school: Research on academic achievement and mental health. Texas Tech Journal of Education, 3, 91-107.

Peterson, P. L. (1986). Selecting students and services for compensatory education: Lessons from aptitude-treatment interaction research. In B. I. Williams, P. A. Richmond & B. J. Mason (Eds.), Designs for compensatory education: Conference proceedings and papers. Washington, DC: Research and Evaluation Associates.

Romberg, T. A. (1986). Mathematics for compensatory school programs. Paper prepared for the Conference of Effects of Alternative Designs in Compensatory Education. Washington, DC: U.S. Department of Education.

Slavin, R. E., Karweit, N. L., & Madden, N. A. (1989). Effective programs for students at risk. Needham Heights, MA: Allyn and Bacon.

U.S. Department of Education. (1993, February). Reinventing Chapter 1: The current Chapter 1 program and new directions. Final report of the national assessment of the Chapter 1 program. Washington, DC: Author.

Wilkinson, L. C. (1988). Grouping children for learning: Implications for kindergarten education. In E. Z. Rothkopf (Ed.), Review of Research in Education, 15, 203-223. Washington, DC: American Educational Research Association.

CONCLUSIONS

Chimerine, C. B., Panton, K. L. M., & Russo, A.W. W. (1993). The other 91 percent: Strategies to improve the quality of out-of-school experiences of Chapter 1 students. Washington, DC: Policy Studies Associates.

GENERAL BACKGROUND

Ballinger, C. E. (1991, Spring). Annual report to the association on the status of year-round education. The Year-Rounder (National Association for Year-Round Education, San Diego, CA).

Ballinger, C. E., Kirschenbaum, N. K., & Poimbeauf, R. P. (1987). The year-round school: Where learning never stops. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Funkhouser, J., & Chimerine, C. (1991, June). Extended instructional time for disadvantaged students: Examples of local projects. Washington, DC: Policy Studies Associates.

Griswold, P. A., Cotton, K. J., & Hansen, J. B. (1986). Effective compensatory education sourcebook. Washington, DC: U.S. Government Printing Office.

Humphrey, D., & Funkhouser, J. (forthcoming). Year-round education and school reform. Washington, DC: Policy Studies Associates.

Ornstein, A. C. (1987). Emphasis on student outcomes focuses attention on quality of instruction. NASSP Bulletin, 71, 88-95.

Pringle, B., Anderson, L., Rubenstein, M., & Russo, A. (1993). Peer tutoring and mentoring services for disadvantaged secondary school students. An evaluation of the secondary schools basic skills demonstration assistance program. Washington, DC: U.S. Department of Education.

Pringle, B., Spiro, D., Anderson, L., Richardson, L., Rubenstein, M., & Thompson, M. (1991, April). Mentoring and peer tutoring projects funded under the secondary schools basic skills demonstration assistance program. Washington, DC: U.S. Department of Education, Office of Planning, Budget, and Evaluation.

Seppanen, P., Love, J., Kaplan deVries, D., & Bernstein, L. (1993). National study of before- and after-school programs. Portsmouth, NH: RMC Research Corporation.

Seppanen, P., Kaplan deVries, D., & Seligson, M. (1993). National study of before and after school programs. Executive summary. Portsmouth, NH: RMC Research Corporation.

U.S. Department of Education. (1986). What works: Research about teaching and learning. Washington, DC: Author.

U.S. Department of Education. (1987). What works: Schools that work, educating disadvantaged children. Washington, DC: Author.

U.S. Department of Education. (1993, September). Improving America's Schools Act of 1993. Reauthorization of the Elementary and Secondary Education Act. Washington, DC: Author.

U.S. Department of Education. (1993, May). Reinforcing the promise, reforming the paradigm. Report of the advisory committee on testing in Chapter 1. Washington, DC: Author.

U.S. Department of Education. (1993, April). Summer challenge. Model programs for disadvantaged students. Washington, DC: Author.

U.S. Government Printing Office. (1992, August). Federal Register Part VI, 34(200). Washington, DC: Author.

U.S. DEPARTMENT OF EDUCATION

U.S.
DEPARTMENT
OF
EDUCATION

EA027210

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

NOTICE

REPRODUCTION BASIS

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☑ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").